

Children's Centre News

“We are all part of each child's village – we are all responsible for raising empathetic, powerful learners, who are literate, numerate, critical and creative thinkers with a strong capacity to love’ (from our Statement of Philosophy)

From Linda.....

I have enjoyed reading the learning stories written by our educators about each preschooler. They are written with such love and pride for each child's learning achievements. I have also had the pleasure of joining some parent meetings, and have appreciated the feedback and perspectives that have been shared. This type of communication is crucial in high quality learning environments, where educators and families partner with one another in the best interests of each child. A link has been provided in the email accompanying this newsletter, encouraging you to participate in a short survey. Giving us feedback this way supports us in improving our approaches. This is one way you can have a say in how our service operates.

During our recent pupil free day, educators engaged in training relating to the One Plan documents which are written for children receiving a high level of support, Aboriginal children and children who are under the Guardianship of the Minister. We also spent time reviewing our literacy practice, with a focus on phonological awareness. Phonological awareness is the ability to hear, identify and say the separate parts of words such as rhymes, and letter sounds. Phonological awareness has been shown in numerous studies to be one of the best predictors of initial reading progress. Focussing on phonological awareness is recommended to form a key component of early childhood education literacy, starting with syllable, rhyme, and initial/final sound (alliteration) awareness.

You, Me, See!



You
 What the child is doing and their ideas

Me
 What I am doing and my ideas

See
 What we can both see, hear, smell, touch – what's going on around us

Our staff also have a continual focus on promoting language development. Read the following shared by Lauren, our speech pathologist:

We know that by responding to what our children are interested in, we help to build the child's brain and language skills.

When there is lots to get done; cooking dinner, getting everyone out the house on time, we can get lost in the “business talk” and not think about how this moment could support our children's development. We know that, even with babies, it is the “back and forth” of an interaction which is what particularly builds a child's brain for language development.

Unsure what to talk about? Use the “You, Me, See” strategy outlined in the diagram above. Our educators are using the ‘You, Me, See’ strategy to enrich all of their interactions.

LAST DAY OF TERM:
Friday 5th July -
early dismissal
2:00pm

4 Y.O. HEALTH CHECKS:
Thursday 8th August
(Book with Tasha)

PHOTOS (KINDY):
Session 1 - 5th August
Session 2 - 9th August
Envelopes will be distributed next term

Staffing

We are so excited for Ashlea, who will leave us at the end of the term to prepare for the upcoming birth of her first baby. Ashlea is a highly committed, dedicated, passionate and skilled teacher. We will miss her very much, and look forward to her return next year.

Kara will be with us full-time from next term, and will replace Ashlea for both session 1 and 2 groups. April Vanderaa will return from her maternity leave and will work across sessions and rooms. Many of you will already know April. She has worked as a preschool teacher with us for the past 2 years, and more recently has lead our baby playgroup with her son, Max.

Next term Sarah Pix, one of our teachers who is currently on maternity leave, will lead the baby playgroup with her daughter, Dahlia!



April will be one of our preschool teachers next term

Allied Health

We are very lucky to have two highly accomplished and experienced health professionals working within our Centre. Lauren Lang is our Speech Pathologist and Karen Purdie is our Occupational Therapist. Both work part-time, supporting families through parenting groups and playgroups. If you would like to have a chat with Lauren or Karen, please see Tasha, or pop into the community room.

Lauren
Speech Pathologist



Karen
Occupational
Therapist





Outdoor Play in Winter is Important!

My child will get sick if they play outdoors in the cold

Most adults associate winter with getting colds and illnesses such as the flu. **However, it is not exposure to the cold that cause these viruses.** In fact, it's likely to be increased exposure to poorly ventilated indoor environments, where bacteria and viruses live. By encouraging outdoor play in winter, children gain much needed exposure to fresh air and Vitamin D, while avoiding bacteria.

The physical health benefits of outdoor play

Playing outdoors in winter promotes physical development and well-being. This is because outdoor play encourages the use of the whole body by offering a safe space to run, jump, and exercise key muscle groups. Through activities such as riding tricycles, swinging, and running, children increase their large muscle use. This increase in physical activity supports children's gross motor development and overall health.

It is important that children remain active in the cooler months so that they continue to build emerging skills that are crucial to their physical development.



MOC Preschool Reading Challenge!

We love to read at MOC Preschool. Reading from a very young age supports oral language and in turn reading skills. We are challenging our children to read as many books as they can over this term. We will be acknowledging children who record at least 20 books! Make sure you record the books read during 'Book Hug' time, as well as the library books your child borrows! Let us know if you would like another form. Your child may like to complete this challenge more than once!

Congratulations to Harrison Young, Liam Ratsch, Xavier Bradbury, Hamish Redshaw, Ethan Simms and Amelia Shillingford who have already completed one reading challenge!



Bush Authors



Our children are so interested in reading and writing. They are very curious about letters and words, and are showing great skills in identifying the letters in their names. They love to listen to stories and read books. To build upon this strong interest and desire to engage in reading and writing educators have introduced children to bookmaking and journalling. The children have been keen to document their findings in their journals, and communicate this information to educators and peers. It is so important that children develop positive identities as readers and writers. The bush has proven to be an environment which inspires our young authors.

Educators do not write on children's books or journals. When children see themselves as the author, they are more likely to want to write. If they think that only adults can do the real writing, they begin to believe that their approximations are not good enough and can stop engaging in learning. We model to, encourage and celebrate our young writers! This is such an exciting time to be a part of!



Children's Cooking Kits



The Year 11 Child Studies group have been working hard to develop some recipes and cooking packs for children the create with their families.

Kindly, they have donated these packs to the Children's Centre and we would love to invite you to take one home to create with your family over the holiday break.

As we have limited packs available, please be sure to see your child's teacher ASAP to ensure that you don't miss out on this fabulous opportunity!



Reading Challenge Record Sheet.....

MOC Preschool Reading Challenge!

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	Date	Title of Book	Adult Initial
1			
2			
3			
4			
5			
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12			
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